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Participatory Research Training.

Week 1

What is Research and Why is it Useful?



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Research is about thinking and reflecting on what we know, or what others know, and asking questions of the data, or information, that we have.

Research is similar to evaluation or needs assessment but enables us to ask a much wider range of questions. Whereas evaluation is normally limited to understanding the goals of the project, research can question the assumptions behind the design, or look for new ways of understanding the situations of the people we work with.

Research can enable us to think about the experience of vulnerable communities, or our own work, from different perspectives. We can ask different sorts of questions.

For example we can ask about how the culture has an impact on experiences, or how they were threatened. We can study the language they use when they talk about their experiences, and we can study the language of those who try to support them, and we can look for gaps.

What questions do you have? What would you like to know?

Research allows us the opportunity to reflect on what we already know and think about how that fits into what we do, or how we work.

Research is helpful in building practice because:

1. Research can reveal new information that we were not aware of about our practice and the people we work with which we can use to review our practice.
2. Research can evidence experiences, situations or impact of the work, which can help demonstrate that the experiences of people living amid violent conflict is real, how situations are changing, and that the work is important. This can be used to support funding requests, work with policy makers to change perspectives, or join with other NGOs working on similar projects.
3. By publishing research findings in academic journals it makes the knowledge more widely used in policy and theory development. When government or other academic institutions want to start learning about a topic, or to expand their knowledge, they first look at what research has been published.

Why do you think research could be useful?

How research is different from evaluation

Research uses existing knowledge and literature to give a framework for new knowledge we produce.

For example, in thinking about forms of protection we can study what is already known, and where that information comes from, and be able to see where our new information fits in.

Or, we can study the debate about the relationship between different cultural traditions and inequalities in order to frame our information when people talk about their experiences.

Research can challenge assumptions, and we can test those assumptions by looking at theories and evidence that is already published. This might be about identity, societal structures, economy and poverty, gender, violence and vulnerability. All of these might be used when we think about the data, and our findings, and what we learn from it.

Evaluation uses many of the same methods and data as research (and it is a form of research), but it is usually limited to a specific project aim, or organisational aim. Research can encompass a wider range of questions and reveal information that can remain invisible in evaluation.

Who can do research?

Academics are trained to do research and to teach it, but researchers are also in think tanks, public organisations, NGOs and communities.

We distinguish between theory and practice when we learn about topics, and sometimes in our work, but in reality the two are interdependent. We use some theory in our practice, and the knowledge we develop in practice can lead to theory development.

Sometimes people who work in communities are called community-researchers, or practitioner-researchers.

Not everyone wants to do research, but research can be part of the work we are involved with, can be part of learning, and having some research skills means everyone can understand what researchers are doing when they ask questions and collect data.

Resources

On reflexivity

This is a long piece on different aspects of reflexivity

<https://annettemarkham.com/2017/02/reflexivity-for-interpretive-researchers/>

On research questions.

You might like this website – it has short videos and a way of thinking about different types of research question.

<https://simplyeducate.me/2012/10/22/examples-of-research-questions/>

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Week 2

Research Methods



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Once we have an idea of what we want to find out, we need to choose an appropriate way of looking at it. There are some overarching ideas which come first in thinking about our choices in methods.

The nature of knowledge (epistemology), such as do we think there is an absolute truth that we can uncover, or if there are a number of 'truths' that will help us understand reality.

There is also an overarching view about the 'nature of reality' (ontology) in which we think about if reality is the same for everyone, or if we construct different realities according to experience, belief, context.

Knowledge can be information that is already captured and codified (for example existing reports, published literature) or can be personal and experience based knowledge. We are used to knowledge being organised by discipline (politics, history, maths, art, etc) and some of those disciplines have their own way of thinking about knowledge (e.g. there is a 'right' answer in Maths, or in Art there is 'interpretations'). UCP is something we can study across disciplines, so we can draw on many different forms of knowledge.

You might think about 'objectivity' (that you can look at a situation from a distance as an objective observer) and if you think there is some 'truth' that any researcher looking at the same situation or data as you would be able to uncover (sometimes this is called positivism). Or about 'subjectivity' in which the role, beliefs and experience of the research help them understand the situation and come up with new knowledge, and where we understand that a context is influenced by the humans in it, and that we 'interpret' the reality.

Positivist knowledge (like using numbers to 'prove' something or reducing a complex situation to smaller components to study) is sometimes seen as real evidence, but in fact it is only one type of knowledge.

Have some time to reflect on what you think about knowledge, from what you've been taught, what information you trust, what you've written, or what knowledge you think would be useful for you.

We will be looking at a range of research methodologies that cross these knowledge boundaries.

Choosing methods

Research methods broadly fall into Quantitative (involving numbers and statistics) and Qualitative (involving written, narrative, or art material). I am going to focus on methods most useful for studying society and social structures.

Your choice might depend on your role and relationship with the situation you are studying. Research methods are not usually a single choice – very often we draw on different elements of different methods. Here are some examples.

Ethnographic models

Depend on you being very involved (typically ethnographic researchers live, work, socialise and interact a lot with the people and situation they are studying. They take into account their own experiences, observation, recorded interviews or conversations and study the context as well as the actual people they're interested in.

Feminist models

Specifically address power issues between researcher and researched, and concerned about social justice and thinking about the inclusion of voices of those often excluded.

Action research/Participatory action Research

Must involve the participants and the organisation in designing and carrying out the research.

Arts methods

Involve the production of drawing, photography, film etc in both communication new ideas, and in analysing

Narrative methods

Study what people say in stories or when they have conversation.

To think about

How closely are you connected, or can you be with, the people and situations you want to study? Or what is important to you in how you go about collecting data, or what is needed to present once you have finished your research.

Or think about the data you already have. What methods could be used with the available data?

Resources

Reading in the Google Drive.

There is a very interesting document (Doing research in a Pandemic) put together by someone listing many different ways of doing research without being about to do face to face research. For many researchers they feel it is necessary to actually meet people in order to collect data, but this document gives many ideas on how to approach research when you can't reach people. Although this is relevant now – it is also relevant for those of us who work with people who are inaccessible (having to live in areas controlled by armed groups, high levels of violence, those unable to make themselves known in order to stay safe) at any time.

There are also some Pdf's summarising ways of thinking about knowledge, and a range of research methods

There are some books and resources on different research methods that are mainly about narrative and storytelling that I can make available

The methods we choose as we approach a research topic, then relate this to data collection methods, but you can still make lots of choices between them.

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Week 3

Data Collection



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This week we are beginning to think about the part of research where we connect with other people and begin to find answers. The collecting of data for your research (and we will touch on analysing the data once you have it) is the way to find the answers you seek.

Your first reflection time is to think about what data you already know about. In your work you will already handle lots of information about communities and you handle it sensitively and within the context you have access to it. Some of this data might help you in answering your research question.

Let's think about what we mean by 'data'.

You can do secondary research based on information that other people have already published and use this to come up with new ideas or approaches. This week we are looking at research where you collect some new information in order to answer your research question (empirical data).

You don't always need to have direct contact with people to collect the data. For example, it could be information that is contained in a database, and you are given permission to access that data to use for your research.

Or, you could be using data that people publish themselves (media, citizen media, blog, social media, posters, newsletters, etc). If the data is in the public domain (i.e. published) then you can generally use it, but an archive or service where you need to be registered, then you need to get permission to access them.

When we are collecting data directly from people we need to ensure that they know that the information they give you (in whatever form that is) will be used in a research project (called 'Informed consent'), and what will happen to that data (will you keep it in a database, or securely online, or would you share it or publish it), and how they can make sure they can contact you if they decide not to participate. We will discuss this in more detail when we talk about 'research ethics'.

Deciding about data collection methods

Once you have decided on a research question, and chosen an appropriate research methodology, your next stage will need to decide your data collection and analysis methods.

You can do this for our own research question – start your own design and think through from research question to data collection.

When I introduce some different methods, and we discuss them together, I want you to think about how there may be different ways of collecting data, and why that might help us generate different results. In issues such as UCP, where we don't have evidence on the whole scale and complexity of the challenges faced by people, we might need to consider that the current data we are collecting may not yet be able to

answer all the questions we have...so thinking about new data collection options is part of looking at the questions we want to answer.

We are going to start by thinking about two research questions and how we select data collection methods to help answer them.

1. How many people feel safe to discuss the peace process?

In order to begin to answer this question we need some boundaries and definitions...but what kind of data could we use to help answer this question?

Survey (paper/online)– Could we survey a whole group and find people who feels safe?

Use other databases (incidents, participation, census?) – what could they tell us?

Observe and count people? (would this be possible?)

Count revelations on social media? (looking for key words and places?)

Reflection: What else could you do? What are the problems/benefits of any of these methods? Can any of them triangulate/verify the data from another?

What answers could we find using quantitative data?

How big do think the project should be?

2.

How does culture play a role in the way people protect others and use UCP?

In order to answer this question we need to think about what we mean by culture and if we are talking about victims, families, communities or employers doing the protecting?...but what kinds of data could help us answer this question?

Interview

Who? We could get their thoughts on what they think about their own cultures, and their experiences of being protected or protecting others.

Conversations/stories

Open ended way of talking to people, broadly guiding the conversation but allowing them to decide what they want to talk about. This can reveal the information you expect, but could also reveal information you didn't even think about.

Photos and videos

Could people look at photos or videos you provide to discuss their ideas on protection and culture...or could they make videos about their culture...or provide photos about their culture which might help them feel comfortable talking about protection and safety?

Diaries

Could people living or working in areas affected by trafficking keep a diary?

Observing cultural events

Is there any behaviour that you would consider useful in understanding cultural impacts

Simulations

Could you set up scenarios for people to think about?

Reflection

What data collection methods might work for this question? What do you think you need to think about before you start collecting data on this. [Hint – try imagining what data you would receive from each method and see if this would help you or not]

Analysis of data

Once you have data, then what do you do? In order to look for answers in the data you need to:

Organise the data (use electronic software or paper methods)

Look for what is significant (e.g. common themes that reoccur, a set of numbers that reveal something significant, a new insight that was not known before).

Code the data, recode and organise the findings you have made.

Look at the findings within the context of existing literature and ideas to see what the significance is of what you have found out.

Final thought

There is a way of thinking about research as an objective activity in which there is an answer we are trying to find out (e.g. how many people are protecting others), but research is also about understanding complexity and nuance, and testing new ideas on why people do things, or understanding the way influences work in society. Your choice of research methodology and data collection, and the rigor you use (it doesn't mean you have to be distant, but you do need to be organised and systematic) will determine the validity of your findings, and also how useful they are.

A brainstorm of all possible data collection methods you could use would be a useful starting point for thinking about what can be found out, and from whom.

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Week 4

Research Ethics



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This week we will talk about the ethical considerations in carrying out research.

There are some things that overlap with ethics in programming, some things that are a bit different in research, and some dilemmas and things we don't really need to know how to do.

We'll discuss three things today.

1. Ethics in directly meeting and working with participants.
2. Ethics in working with their personal data.
3. Ethics of keeping researchers safe.

What underpins research ethics

In the past some fields of study have harmed participants and done research in a way that was not ethical – for example the extraction of data, sharing of personal information without consent, not recognised vulnerabilities or embedded inequalities and even actually harming them. So ethics has, to some extent, been institutionalised and formalised so we have to 'comply' with regulations.

So, although we do need to make sure that the research does comply with any regulations and systems that ensure ethics has been built into the research, we can also think about how the ethics fits into each stage – even thinking about the ideas for the research question.

Ethics is about the morality of human behaviour, the rights and wrongs of what we do, but there is no single theory of ethics (e.g. is it right to stick to the rules, or right to take action to respond to care for someone even if you break the rules?), but I have got some links to webpages where the philosophy of ethics is discussed.

What do we need to ask about our research to make it ethical when we directly work with people?

I have another presentation more about ethics, which provides some overview to the questions we must ask, and there are documents from different perspectives.

I think you will know a lot about ethics of working with people who may be vulnerable, so we'll consider the key questions...

What is the benefit? (if there is no benefit then don't do it!) – our research is normative, which means we want research to lead to change.

Do we need to take the time of people? Can it be done without involving them - they may have already been interviewed many times or have busy stressful lives.

I think it is important we think about 'who' is doing the research. Do the

researchers know the participants? Are they trusted by them, are they skilled and trained in the research methods we're using?

What information do we collect (personal data, beliefs and experiences)?

Are they able to give informed consent and do they know how to leave the study if they want?

Have we designed the research so it is accessible to everyone, including groups normally excluded from systems and structures?

What ethics do we need to think about when we use data we already have, or can get, but includes personal information?

If we decide we can get the data without directly taking the time of participants, there are still ethical issues.

If the data was collected for some other reason (evaluation, programming needs analysis, presentation) then how do you know they will be happy to be part of your research?

If the data is in the public domain (already published where anyone can read it) then we can normally use it for research without additional ethical approval, but if you think that your research might bring datasets together, or uncover new analysis which will affect the research participants, then the ethical issues need to be explored (e.g. your research will enable others to identify them)

There are new ethical issues that arise from using social media data because there are different views on whether it is already in the 'public domain'. You need to be clear about the decisions you have made and how risk has been minimised.



Can you think of data that you could easily be used for your research?

For data involving sensitive data what could we do to be able to use it for research? (e.g. anonymising it, ask the participants for consent, limited publication – internal only)

What are the ethics that affect the researcher?

Whilst researchers are usually in more secure situations than the participants, they can still face risks e.g. the safety, security, health and reputation of the researcher.

If you do not know the situation you are studying, or the people, you need to be sure of any risks of being in the area (security, health, wellbeing) or associated with a group of people (for example studying violence groups or criminals).

In the same way that we need to minimise the risks to the participants and only take the risks that are essential, we need to minimise the risks to the researchers and researchers should only take risks that are essential.

How do we make ethical decisions about researchers?

What dilemmas do we face in research ethics?

Not all ethical processes apply to all methods. For example the 'norm' is evidence of informed consent by all participants. Institutional boards who expect research projects to be working with a specific population (e.g. random sample from known population) see this is a signed paper confirming they give informed consent....but what about ethnography or observational data? It would not be possible to get every single person to sign a paper giving informed consent because that would disrupt the research process.

What about research where it cascades?

What if participants keep a diary and include details of other people?

There are ethical issues related to using existing data that is not in the public domain. For example health data contains personal data. What level of anonymisation is required for it to be suitable for research, how do we decide who is allowed to look at the database, and how do we secure the research.

How do we relate research ethics to programming ethics?

You will recognise the ethical dilemmas because they are the same ones we face in programming...for example securing personal details, not forcing people to participate, letting them know what happens next, making sure that women are included, not perpetuating stereotypes, and creating benefit for the people.

So you are already used to ethical thinking.

How will you apply your ethical thinking to the research projects?

What actions do we need to do?

The formal components of ethical approval.

If you partner with a University (For example with Leeds Beckett University in this project) then the research needs to be approved by their ethics committee

Can we draw up steps for ethical research for this project?

What is locally recognised for you in ethics?

I think that there are local contexts and traditions that might influence ethics. For example local norms.

Can we draw up a list of what is relevant for this research?

Resources

Research ethics —

<http://dissertation.laerd.com/principles-of-research-ethics.php>

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Week 5

Data Analysis



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Beginning

Learning to do research is a skill where you get better and it gets easier. Start with relatively simple research without too many risks and complications.

To practise data analysis start looking and asking questions of data you already have, then you can begin with something you already know (e.g. any surveys, stories, databases) or something someone else has collected.

Analysis: first stages

The analysis stage of research is all about looking and thinking to see what you can learn from the data. Even using quantitative data is about checking your own assumptions and looking at the data with different viewpoints (what if you look at different variables, or ask different questions of the data)

This stage is about sorting the data so you can look at it from different perspectives. You need to organise the data so you can find the answers to your questions.

For example:

Surveys with closed questions – collect all the answers together for each question, with the meta-data (gender, workshop name) so you can review the notes.

Transcriptions of interviews or observation notes organised by place or date with any meta data that can help you organise it.

You can do this in paper form, word documents, databases or specialist research data analysis (SPSS, NVIVO). You will probably end up with a lot of data and the first stage of analysis is getting to know your data, what part of it might be useful, and any immediate issues

Then begin the coding process. Before computers, the segments (relevant quotes or observations) of the data would be written on index cards and grouped together

Quantitative data

To do quantitative data analysis you need to organise the data, find the variables and run tests against a hypothesis to see what your data reveals. There are a couple of free online courses on quantitative data analysis below and researchers often use statistical analysis computer programmes. You can do simpler quantitative analysis, of surveys for example, by classifying and coding answers to look for trends across the different variables (ages, gender, job, etc)

Qualitative data

Qualitative data has quite a few different ways of analysing the texts, photos and artefacts you have collected.

We will try 'thematic analysis' in this training because it is the most common and easiest to start with.

There is also 'content analysis' which studies the words used, or the constructions and way the words Or you can do 'narrative analysis'. The stages here are

Thematic analysis

So – you have organised your data and now you have a set of transcriptions from interviews and workshops which resulted from you asking people about their ideas on safety and security and how civilians are protected.

What would it be helpful to know about the transcripts?

Under what conditions were they collected? E.g did you ask the same questions to everyone so you could compare answers?

Were the people all from the same population group? E.g. are they potential victims, community leaders, trained in protection?

This will give you information about who provided the information (for example finding out that the people who actually responded and from whom you have data are more women than men, or more young than old, or all from one type of job).

How do you start with the mass of transcripts or conversations?

In thematic analysis we expect to go through several rounds of 'coding' (I have some papers on analytical strategy). In the end you will end up with a 'code book' (not about encryption and secrecy, but a list of topics that have been merged and developed to show how we can see what the data tells us – the codes to understand the data)



We will start with the first coding round.

The normal first stage is to go through every sentence or part of your data and highlight/copy and paste/comment on everything which is interesting and assign it to a 'code'.

(see the coding map of how the codes are developed over rounds of coding)

For example:

Create a sample transcript with highlight interesting passages and codes.

A first code might be 'I feel protected' and you create this code the first time you find someone referring to this in their understanding of what is protection.

If, later on in a different transcript someone else also refers to feeling protected, then you link that statement to the same code.

So now you have two pieces of evidence that people feel protected.

Then in the next paragraph someone talks about someone they know being safe but they were at risk of youth violence. You'll need to decide how to code this (each passage can be attached to more than one code). It could be 'personal experience of protection' or 'people surviving youth violence'.

At this stage the important thing is to know your data and have created codes for all the significant information. You will end up with a long list of codes/categories with different numbers of quotes associated with them.



Coding stage 2

Instead of all your transcripts you now focus on the data you have pulled out through the first round of coding.

Here are some things you need to look at this stage:

Are there some codes which are very similar (for example 'feeling protected' and 'learning about protection') and if you could combine them into one group.

Are there any codes which only have 1-2 pieces of evidence or some that have 10-15 (or more)? Do you think that is because you have begun to uncover a theme, or are the codes with just 1-2 pieces outliers and showing you something you need to notice.

Can you group the codes under collective larger codes for example 'learnt about UCP from family/community', 'learnt about protection from media'.

After going through this round of coding then you should end up with some more overarching codes, some beginning themes and are beginning to think about your codes with little evidence and if this might contradict or develop your themes.

By the end of this round you will have a good idea about what themes you think are emerging from your data.



Third round of coding

Now we need to look at your themes in relation to what existing literature says about these themes. You could use this time to bring in ideas from other reports, your previous work, your existing programming.

You can still change, move around and alter your codes and the sub-codes, in this round of coding. You want to start thinking about what it means that you have found out these themes. It might reinforce your ideas (for example - you were right in thinking that people in cities hear more from the media about protection threats and that young people mostly think of it in terms of power not human rights). It might challenge your ideas (for example you had assumed everyone knew that civilians could protect others, but you find out that many people you asked just thought it was only the UN who could help) and it might bring out something really new (for example you find out that young and old alike think that men are better protectors).

At this stage you might still want to combine themes, or you might see that you need to stratify the data (one result for women and a different result for men). This is a really good stage to work with others (if you haven't done so already) because by trying to justify your themes and findings you will have to explain the data, your thinking and assumptions, and why it is significant.

By the end of this stage you should have some findings to share!

Analysis is an iterative and reflective process

If you get to stage three and think you might have missed something – just go back and review the coding approach in stage 1 – go back to the original transcripts... you may have missed something!

Analysis is also an art and practice makes it easier. The first times you analyse data it takes a long time because you don't know really what you are looking for. You'll be surprised if you go back to stage one, after stage three, how much easier it is to read the data and to spot themes. This is practice!

Now you have themes....

You have some findings from your data....

You will have started to see how your findings fit into existing knowledge...

Now you need to communicate your findings – next week...

Possible ways to continue your analysis.

Did you ask the right questions of the data? Is there a different question that you could ask and give you new information?

Have you looked at the data and themes with different lens (e.g. have you looked at just what women said, or what if you look at the transcripts where women asked the questions (could this influence the data?).

Is there something about the methodology that was interesting – were some questions answered more fully than others, did they talk more at the end when they had built up a rapport, did the responses indicate people benefited from the conversation, did they think you would tell them something useful at the end of the questions?

The benefit of research is that you can keep asking questions. If you analyse data in an evaluation you are just looking for evidence the programme works/ not works. In research you can look for unintended consequences or evidence that doesn't fit your programme at all!

Develop peer review. Develop your skills by helping each other, and asking other researchers to look at your findings, learn to explain it to others, and learn to ask useful questions about what other people write. This will produce better research and also generate more questions for you to develop the next stage of research.

Resources

Here are some websites that might help in thinking about research data analysis.

Websites

<https://www.acaps.org/methodology/analytical-thinking>

<https://research-methodology.net/research-methods/data-analysis/qualitative-data-analysis/>

<https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-13-qualitative-analysis/>

<https://humansofdata.atlan.com/2018/09/qualitative-quantitative-data-analysis-methods/>

<https://hrdag.org/>

Free courses on quantitative data analysis

<https://www.futurelearn.com/courses/data-to-insight>

<https://www.open.edu/openlearn/science-maths-technology/learn-code-data-analysis/content-section-overview-0?active-tab=content-tab>

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Week 6

Dissemination of Research Results



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Too often a criticism of research results is that they remain unused, un-applied and not written in a way in which they are useful. One problem is that academics have sometimes just published results in academic journals... but the new buzzword in academic research is 'impact'.

You achieve impact by people using your outputs from the research to change something. You can impact in your own organisation or in a stakeholder group.

Academics trying to achieve impact has led to new ideas on how research results can be shared...and we'll look at some of them.

This phase of research has too often been an after-thought, but it is good practice to think about how you will share your results in the planning of the research.

Things to think about

1. What will be produced as a result of your research?

Will you have diagrams, graphs, maps or stories, narrative or music, artwork or will you have literature reviews or case studies or databases that you can use?

What results do you intend to produce?

2. Who do you want to read or listen or use your results?

Whilst the research participants are often the people you want to hear the results, there are often other people. To really think about who we are trying to reach and what we want them to do with the results, we need a stakeholder analysis for results.

Who are you going to reach and what is the pathway to get there?

Lets work on that for a while to have some concrete pathways.

How we disseminate results



Now we combine the answers to the previous two questions....

The obvious output from research is to produce a report, but does anyone actually want a report? If funders don't want one (not all do), and your beneficiaries don't want one...you need to think about the stakeholder groups you want to communicate with and what they want

Ideas...

If you want your research to influence academics, future research or teaching in universities then you need to be publishing in academic journals.

If you want your research to influence policy makers (government, UN, etc) then you need to be publishing in journals and featured in online documents that they already read. For example featuring the research in an existing online news forum (Open Democracy, Oxford Research Group, etc) (We'll need to find the ones which is right for each policy group.)

For policy you also need an 'elevator pitch' – if you just have 2 minutes with an influential person how will you explain your research and findings and why it is relevant to them.

If you want your research to be read by the participants, then it needs to be in a form that fits their cultural context, or visual storytelling or can be shared over a meal together.

If you have numbers try to create an infographic

If you want your research adopted into general understanding then think about more creative and expressive forms. Maybe longer lasting outputs like calendars with messages each month or a game they play together?

If you want it adopted into improving practice then think about creating toolkits or training programmes or apps people can navigate on their own.

If there is a sector of the public you want to reach with your research (e.g. you have found a way they can be more resilient) then the challenge is to find a form they'll want to engage with – could be posters, forums, cultural event, combined with some existing programme they attend?

If your research findings are widely relevant and you want to raise awareness, then you need a broader campaign with key messages, workshops, materials and social media.

Your output can be an event – has your research identified a gap in a network and you need to bring people together to fill the gap...

Your output can be a physical model – your research might have found out people can't imagine scenarios and a physical model showing threats helps them plan safe routes or understand risk.

You could look at co-creating outputs – participants making a radio play, creative writing. Knowledge brokers making a video with you about your research findings and the significance of what you have found out.

Your output will be amplified if you use pathways that are already well established (e.g. getting your research as a storyline in a popular drama, or mentioned by a newspaper columnist)

Measuring Impact

Disseminating your results is one stage....then ideally you will find out if anyone did anything differently as a result of seeing, reading, learning about your results.



Let's go through the list above and think about how we would find out if the research output had led to any actual change.

e.g. collect stats (number of views or downloads), follow up phone calls, seeing the research cited in other reports, your key messages being used by others in their work, people adopting new practices, sales of products or books, requests for new workshops?...

Resources

Some lists and ideas and websites

Audience

You need a stakeholder analysis to decide who wants your research results and the routes to getting them to listen to you!

Who will benefit from your research?

Policy

Practice

Beneficiaries

Academics

What is the best way to tell them about your results?

In person.

Events

Create a physical model

Elevator pitch

(See models in Policy Influence)

In print

Turn the literature review into a briefing during the research

Photographic displays

Exhibitions

Maps

Illustrations and cartoons

Written

Policy brief

Academic articles

Online

Own website

Articles on influential websites (OpenDemocracy)

As well as film could you create a map or interactive display?

Social media – who are you trying to reach?

What to think about when planning dissemination? (see Mark Reed models)

How will you involve people and who will be involved – use stakeholder analysis

Who are the knowledge brokers for other networks (MP's ?) Who will champion your findings? Involve them in designing the outputs

Websites with creative lists of outputs

<http://www.researchsupport.uct.ac.za/other-research-outputs>

<https://www.slideshare.net/katyvigurs/creative-research-outputs-for-wider-public-engagement>

<https://www.methodspace.com/imagining-forward-visual-storytelling-to-make-research-accessible-for-practice/>

Participatory Research Training.

Week 7

Interviewing



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Research interviews can help us get a lot of information, but they are also limited because people don't always tell you what they really think, so we'll look at how you can get the most out of research interviews.

These are different to job interviews, or needs identification interviews, because there is no immediate benefit to the interviewee, so we need to set it up to make it as likely as possible that they'll cooperate with us in answering questions.

First two principles:

Prepare...

Listen...

Steps:

Decide who you will interview.

Prepare your questions – think about what you want to know and test the questions to see if they will give you the right information.

Survey, semi-structured, open conversation

Decide on an appropriate place to meet or method to do the interview

Face to face, Phone, online (skype, zoom).

Hold the interview.

Get informed consent, record the interview somehow, know when you've got the information you want (especially in open conversation)

Write up/transcribe the interview

Issues

Dealing with power and culture

Does the interviewee think they will gain anything and this affects their answers? Are they afraid to say the wrong thing or upset you?

Building rapport

Getting informed consent

Recording the interview

2 people, audio record, video record, take notes (observations)...
practice this so you can listen and build rapport at the same time

Language

Don't use jargon. What language is most comfortable for the interview

Time

Are there time constraints...what is it that is most important for you to know

Security

Keeping recording and notes confidential (look like they are safe!)

Emotion and trauma

Is it possible your questions will be emotional for the interviewee — how can you minimise the risk?

Practice



Try to set up an interview situation in your team — interview each other about some aspect of the work.

Think about who you will interview (formal, informal, time constraints, method).

Think about what you will ask and what answers you might get – are they helpful.

Think of questions now...then try to practice with someone...

1. Chose a setting and invite them
2. Get informed consent and start recording the interview in whatever way you agree/think best
3. Chose some introductory questions
4. Have some open ended and follow up questions
5. Judge when it has finished, offer them a chance to add anything else
6. Thank them and finish

Do a quick 'how was that' evaluation

Questions

How to avoid them telling you information you don't need, or just what they think you need to know.

Start with easy ones to put them at their ease.

Let the interviewee have some control over the speed and depth, allow silence.

Don't use jargon.

Types of questions

Introducing questions: 'Why did you...?' or 'Can you tell me about...?' Through these questions you introduce the topic.

Follow up questions: Through these you can elaborate on their initial answer. Questions may include: 'What did you mean...?' or 'Can you give more detail...?'

Probing questions: You can employ direct questioning to follow up what has been said and to get more detail. 'Do you have any examples?' or 'Could you say more about...?'

Specifying questions: Such as 'What happened when you said that?' or 'What did he say next?'

Direct questions: Questions with a yes or no answer are direct questions. You might want to leave these questions until the end so you don't lead the interviewee to answer a certain way.

Indirect questions: You can ask these to get the interviewee's true opinion.

Structuring questions: These move the interview on to the next subject. For example, 'Moving on to...'

Silence: Through pauses you can suggest to the interviewee that you want them to answer the question!

Interpreting questions: 'Do you mean that...?' or 'Is it correct that...?'

Resource

<https://qualpage.com/2017/05/10/tips-for-formulating-interview-questions>

Using Patton’s question matrix, with different areas of focus, I can draft questions that relate to past experience, present experience, and future plans. This matrix then, provides all kinds of options for how questions might be posed about different sorts of phenomena (i.e., peoples’ behaviors, experiences, opinions, values, feelings, emotions etc.). A study might focus on one aspect of lived experience over another (e.g., past experience).

Question Focus	Past	Present	Future
Behaviors & Experiences	Tell me about the kinds of professional development programs that you have engaged in to learn to teach online. When you first started teaching, what challenges did you encounter?	Tell me about the kinds of professional development programs related to online teaching that you engage in currently. How do you typically organize your work week?	What are the topics with respect to online teaching that you would like to learn more about? What kinds of changes do you expect to make in your teaching in the next course you teach?
Opinions & values	What are the most beneficial activities that you have engaged in as you learned how to teach online?	In your opinion, in what ways does your institution value your work as an online teacher?	What part do you think your work as an online teacher will play in future program development in your department?
Feelings & emotions	Think of a time when you have felt frustrated in your work as an online teacher, and describe what happened.	What are the things that you enjoy in your current work as an online teacher?	If there is one thing that you could change in your online teaching what would it be? How would that make you feel?
Knowledge	Thinking back to when you first began to teach online, what theories of learning informed your work?	Thinking about your current teaching, what theories of learning inform your work?	With the increase in use of mobile technologies, what might a new online teacher need to know about how to integrate these?
Sensory experiences	Thinking back to your use of asynchronous discussions with students, what kinds of things let you know if a student is frustrated?	Thinking about your use of synchronous meeting rooms, what so you observe about students use of video in the classroom?	In the future, what do you think the place of modes of communication that involve embodied interaction will be?
Background	When did your first start teaching?	Tell me about your current teaching schedule.	Looking forward, what is your teaching schedule for the next year?

You will notice that these questions frequently invite participants to tell a story, through the use of “Think of a time...” prompts. When conducting qualitative interviews, it is important to ask open-ended questions. With the exception of the “background information” questions, I have avoided asking closed questions that seek factual information, or yes/no responses. If I wanted that kind of information, a survey might be a more efficient means to generate data.

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Websites

<https://scientificinquiryinsocialwork.pressbooks.com/chapter/13-2-qualitative-interview-techniques/>

<https://guides.lib.vt.edu/researchmethods/interviews>

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